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ABSTRACT

This report describes an educational program designed to utilize community volunteers to relieve school staff of nonprofessional duties, to reinforce the instruction of teaching staff with volunteers trained for particular service, to offer individual help to children to stimulate their interest, to enrich the educational program by making community resources available, and to promote better school-community relationships. Eight specific objectives and activities to achieve these objectives are listed. Evaluation of each objective is also included. Data in the following areas were collected and analyzed to facilitate program assessment and planning: (a) volunteer-teaching staff relations, (b) effectiveness of training sessions for volunteers, and (c) matching volunteer interest with areas of volunteer need in the school district. Also, volunteers and principals suggested the following conditions to increase the effectiveness of the volunteers: (a) more public relations with the schools, teachers, and community; (b) monies made available to meet the special cultural and social interests of students; and (c) additional training programs focusing on human relation skills among teachers, volunteers, and students. Data indicate that the volunteers and the materials used to train them have been well received and that the project appears to be effective. (PD)

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Volunteers in Education

35-71-07-1

Interim Evaluation Report

July 1, 1972 - June 30, 1973

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Submitted: August 29, 1973

The School District of Kansas City, Missouri
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VOLUNTEERS IN EDUCATION

INTERIM EVALUATION

1972 - 1973 School Year

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Volunteers in Education

Interim Evaluation Report
End of Second Project Year
July 1, 1972 - June 30, 1973

Introduction

The Volunteers in Education Project is an innovative educational program designed to utilize community volunteers to facilitate teaching and to reinforce instruction of the students in the School District of Kansas City, Missouri. The aims, purposes, and goals of Volunteers in Education (V.I.E.) is to provide, without charge, various services to the school staff to relieve them of non-professional duties; to reinforce the instruction of the teaching staff with volunteers trained for particular service; to offer individual help to children in an effort to stimulate their interest, motivation and skill; to supplement and enrich the educational program by making available the talents and resources of the community; and to broaden community understanding of school needs and problems, and therefore promote better school-community relations.

To assess the interim effectiveness of the project, several methods of data collection and analysis were used: telephone interviews, personal interviews, questionnaires and testimonials. In accordance with project evaluation objectives, some pre-tutoring diagnosis and post-tutoring evaluation of students was performed to assess change in students performance; in addition, observation of students performance in class was used by the volunteer to assess the influence of volunteer service. Volunteers were assigned to a school in areas of service requested by the school principal.

For purposes of this interim evaluation, 400 questionnaires were mailed to volunteers. One hundred thirty-seven (137) returned usable questionnaires. Twenty-nine (29) principals also completed interviews. A few additional questionnaires were returned but were not used because they arrived after data analysis had been completed or there was excessive missing data on the questionnaire. The inclusion of these few additional questionnaires would result in about 1% variation in the stated values for any given table in this report. Although the survey sample did not meet all scientific criteria of randomness, attempts were made to obtain a representative sample of volunteers and principals in schools that were located in all sections of the School District of Kansas City, Missouri.

In the legal education component of Objective 7, a questionnaire was administered to a sample of students, all teachers and volunteers involved. This survey gives a rather complete assessment of the volunteer objectives and impact of this volunteer activity.

The interview and questionnaire schedules[1] were designed to assess respondents' perceptions of V.I.E. performance in meeting program objectives as well as seeking suggestion of possible areas where the project activities and resources could be used more effectively to improve volunteer performance. A summary of these findings will be presented in conjunction with the program evaluation of each objective, where appropriate, and at the end of the evaluation report additional findings will be summarized.

Activities oriented toward achieving project objectives during the 1972-73 school year focused primarily on:

(1) Reactivating last years volunteers

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[1] Appendix A

(2) Recruiting new volunteers to the program

(3) Assessing the volunteer needs in each school

(4) Interviewing potential volunteers[2]

(5) Assignment of volunteers[2]

(6) Training volunteer for a particular service

(7) Designing special materials for workshops for volunteer use

(8) Seminar on relationships between teacher student and volunteers

Volunteers in Education records indicate the extent of volunteer involvement in the project as:[3]

(1) 1,430 volunteers registered to serve during the 1972-73 school year

(2) 1,430 volunteers gave an estimated total of 163,000 hours of volunteer service in schools (based on an average of 3 hours per week for 36 weeks of volunteer service)

(3) Volunteers were assigned to 75 elementary schools, 7 junior high schools, and 11 secondary schools in the district

(4) Of this number, 82 volunteers did not complete their assignment

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[2] Appendix B

[3] Appendix C

Objectives

Objective 1:

During the 1972-73 school year, where volunteers have been requested and assigned as tutors in reading, more than 50% of the 750 students tutored, who have been identified as reading from one to five years below grade level, according to Individual Diagnostic Procedures, will increase their achievement in reading by at least one grade level as measured by Individual Diagnostic Procedures.

Activities to Achieve Objective 1:

To prepare volunteers to tutor reading, 7 training and workshop sessions (21 hours) were held; 3 workshops for beginning reading tutors; 1 workshop for review and updating materials for last year volunteers, and 3 workshops of Intensive Training. The sessions were conducted by the Reading Specialist, Mrs. Beebe and 3 reading consultants, from the Kansas City, Missouri School District with specialties in the early primary, middle primary and upper grades, Miss Barnes, Miss Thorpe and Mrs. Grey.

The content of the training sessions was: a presentation of the District's approach to reading, (Building Word Power); basic techniques and methods of tutoring reading; and guidelines for volunteers to follow for a more professional performance of their service.

Forty-two (42) volunteers from 6 schools in the area attended a nine hour "Intensive Training Session."[4] They received detailed and concentrated training in Mechanical Diagnostic Testing in the Districts' Building Word Power Program. This enabled the volunteers to correctly administer

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[4] Twenty (20) volunteers attended Intensive Training Service last year.

the reading test. The results of this testing helped the professional identify students' reading problems. Volunteers were also trained in the use of Special Tutoring Packets designed by the Reading Staff. These packets focused on tutoring sound symbol relationships. Ten (10) teachers and principals participated at different times in the sessions.

Each volunteer received a portfolio of materials consisting of: instruction for making flashcards, with 3 sizes of cards (3 x 5, 2 x 3, 2½ x 9) to aid in different aspects of learning the reading process; instruction for game activities related to reading and communication skills, and materials to make the game activities; and the volunteer handbook, "The Vital Volunteer."[5]

As a result of the training sessions, volunteers acquired the skills to perform the following activities: (1) reinforce students' reading abilities in letter mastery, sight vocabulary and sound symbol relationships, (2) help students with communication skill, (3) with manuscript and cursive handwriting, and, (4) in building acceptable speech patterns and increasing their vocabulary.

To achieve this objective, 1,467 students were tutored by 289 volunteers who were assigned as reading tutors in 80 schools in the District and 3 parochial schools. They worked individually or with small groups of target students estimated to read 1 - 5 years below grade level, under supervision of a classroom teacher for a minimum of 3 hours a week. The average duration of a tutoring session was 45 minutes with students both singly and in groups.

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[5] The "Vital Volunteers" Handbook was in the portfolios given to each volunteer at the various training sessions.

Evaluation of Objective 1:

Of the 289 volunteers assigned as reading tutors it is estimated, based on personal contacts with volunteers and teachers, that they tutored 1,467 students, (Table 1).

TABLE 1 ESTIMATED NUMBER OF STUDENTS TUTORED AND TYPE OF TUTORING RELATIONSHIP

Tutoring Relationship with Students	Number of Volunteers	Estimated Number of Students Tutored
Individual, one-to-one	153	459
Groups of 2 students	72	432
Groups of 3 to 5 students	64	576[a]
	289	1,467

[a] Based on 30-45 minutes tutoring per session and 3 hours of volunteer service per week.

Of the 137 volunteers surveyed, 45 reported they were involved in tutoring reading.[6] To assess the volunteers perception of their impact on students with reading deficiencies, volunteers were asked to assess the grade level of deficiency of students when they began tutoring (Table 2) and then tutoring was terminated (Table 3). Five (5) of 26 respondents indicated a grade level deficiency in reading of 3 years, 4 indicated a 2 year deficiency and 3 in each category indicated a 1.0, 1.5, and 2 5 year deficiency. Thirty-three (33) of 42 reading tutors estimated a ½ grade level increase in reading competency as a result of tutoring.

[6] For purposes of V.I.E. staff records, three of these volunteers were recruited from college student groups. The above statistics do not include the student category but are summarized separately.

TABLE 2 ESTIMATED AVERAGE NUMBER OF READINGS LEVELS BELOW GRADE LEVEL BY READING TUTORS AT THE BEGINNING OF TUTORING

Estimated Deficit Grade Level	Frequency of Responses (N=42)
0.0	0
0.5	2
1.0	3
1.5	3
2.0	4
2.5	3
3.0	5
3.5	2
4.0	1
4.5	1
5.0	0
5.5	1
7.0	1
	26a

a 16 did not estimate reading grade deficit

TABLE 3 ESTIMATED GRADE LEVEL OF STUDENT INCREASE IN READING COMPETENCY BY READING TUTORS AT THE COMPLETION OF TUTORING

Estimated Grade Level Increase	Frequency of Response (N=42)
¼ Grade	7
½ Grade	13
1 Grade	6
Other	7
	33a

a 9 respondents did not estimate student increase in reading competency

When the above two estimates are cross-classified it is possible to make an assessment of the volunteers' perceived deficiency in student reading skills and increased competency (Table 4). The most frequent responses seem to indicate that students between one and three years

TABLE 4 CROSSTABULATIONS OF READING VOLUNTEERS ESTIMATE OF THE STUDENT'S AVERAGE NUMBER OF READING LEVELS BELOW GRADE LEVEL BEFORE TUTORING BY THE ESTIMATE GRADE LEVEL INCREASE IN READING COMPETENCY AFTER TUTORING

Estimated Average of Levels Below Grade Level Before Tutoring	Estimated Grade Level Increase in Reading Competency After Tutoring					
	½ Grade	¼ Grade	1 Grade	Other	Dont't know	Total
0.0						
0.5		1			1	2
1.0		2		1		3
1.5		2	1			3
2.0		1	1	2		4
2.5	1	1		1		3
3.0	1	2	2			5
3.5		1		1		2
4.0	1					1
4.5						0
5.0					1	1
5.5						0
6.0						0
6.5			1			1
7.0			1			1
Don't Know	4	3	1	1	7	16
Total	7	13	6	7	9	42

deficient improve in reading skills by one-half year.

Estimates by 3 college student reading tutors did not assess reading deficiency, but they most frequently estimated a 25-40% increase in student competency. This estimate is not directly comparable to the above, however, if one assumes the students tutored were similar in deficiency to other students in the District (about 2 grade levels below), the estimate of student improvement would be between ½ and 1 year which is similar to previous findings.

In addition to the statistical data above, volunteer respondents were asked for interesting incidents which illustrate their relationship with students and its impact. A former Kansas City school teacher, now a volunteer, responded, "...my experience in teaching reading and my interest in teaching this particular subject has brought me much satisfaction in helping and encouraging 3rd graders who read below their grade

level. I feel that encouraging them is 50% of the work and the individual opportunity to practice 20 minutes or 30 minutes is a very great way to help them. One volunteer who tutors reading said, "I enjoyed working with Danny and we became good friends. When I first met him he was terribly withdrawn. He could not talk and refused to participate in classroom activities. I tried hard to make friends with him and he finally responded. He came out of his shell, talked to me all the time and asked to hold my hand when we walked to lunch. I was really thrilled to see the progress he made. One day he patted me on the back and said, "I think I've got me a friend here."

In summary, based on summary statistics, it is estimated that 1,467 students received reading tutoring with an estimated reading grade level deficit of 2 and 3 years. It was also estimated that reading performance increased slightly more than ½ year. Based on project objectives of tutoring reading to 750 students, project activities exceeded this goal. However, the part of the objectives which states, "more than 50% of the students who have been identified as reading 1 - 5 years below grade level.....will increase their competency by at least 6 months....", is not well documented. First of all, from the sample only 3 students were in this category, and only 1 volunteer estimated a ½ grade level increase in competency. It appears from the volunteers perspective that the students assigned for tutoring were about 2 reading grade levels behind. A 30-45 minute tutoring session per week increased competency by over ½ year.

Objective 2:

During the 1972-73 school year where volunteers have been requested and assigned as tutors in mathematics, more than 25% of the 100 students tutored who have been identified as 2 or 3 years below grade level in understanding of basic concepts and mathematical proficiency by at least one grade level, as measured by Individual Diagnostic Procedure.

Activities to Achieve Objective 2:

To prepare volunteers to tutor math, 3 training and workshop sessions (9 hours) were held. The sessions were conducted by the Kansas City, Missouri, School District Coordinator of Mathematics, Miss Lindsey. The content of the training sessions was: (1) presentation of basic math curriculum in the schools, (2) presentation of new approaches to math, (3) techniques and methods of tutoring math, with guidelines for volunteers to follow for a more professional performance of their tutoring services and, (4) using manipulative aids in tutoring math.

Each volunteer received a portfolio of materials consisting of: (1) instruction for making some manipulative aids for tutoring math, (2) instruction for using game activities related to various math concepts, (3) materials to make some recommended game activities.

As a result of the training, volunteer math tutors acquired the skills to assist students in the understanding of arithmetical concepts with the use of manipulative aids, to practice arithmetical facts and operation, and to reinforce student performance.

To achieve this objective, 378 students were tutored by 56 volunteers who were assigned as math tutors. The volunteer worked on a one-to-one

basis, and/or with small groups of children identified as 1 - 3 math years below grade level, increasing competency by ½ grade level, under the supervision of the teacher for a minimum of 3 hours a week, each tutoring session 45 minutes in duration.

Evaluation of Objective 2:

Twenty-two (22) of the 137 volunteers surveyed indicated they tutored mathematics. It is estimated, based on consulting with tutors and teachers, that these 56 volunteers tutored 96 students on a one-to-one basis; 84 groups of 2 and 198 in groups of three or more. An estimated total of all students tutored was 378. These volunteers were asked to estimate the average grade level math deficit of students prior to tutoring (Table 5) and the increased math grade level student proficiency at the termination of tutoring (Table 6). The range of math grade level deficit is from 0.5 years to 4.5 years (Table 5) with the mode being 1.0 years.

TABLE 5 ESTIMATED AVERAGE NUMBER OF MATH LEVELS BELOW GRADE LEVEL BY MATH TUTORS AT THE BEGINNING OF TUTORING

Estimate Deficit Grade Level	Frequency of Responses (N=22)
0.0	0
0.5	1
1.0	3
1.5	2
2.0	2
2.5	1
3.0	2
3.5	2
4.0	0
4.5	1
5.0	0
5.5	0
	14[a]

[a]8 respondents did not estimate math grade level deficit

Twelve (12) of 14 respondents estimated the deficiency between 1.0 and 3.5 years, or middle value of 2 years. Seventeen (17) of 22 respondents (Table 6) estimated grade level increase after tutoring with 9 of 17 indicating a ½ grade level increase. Cross-classifying the volunteer estimates of math level deficiencies with increased math competency after tutoring indicated that those between 1 and 3 years deficit tended to increase math competency by about ½ grade level (Table 7).

TABLE 6 ESTIMATED GRADE LEVEL OF STUDENT INCREASE IN MATH COMPETENCY BY MATH TUTORS AT THE COMPLETION OF TUTORING

Estimated Grade Level Increase	Frequency of Response (N=22)
¼ Grade	5
½ Grade	9
1 Grade	2
Other	2
	17a

a 5 respondents did not estimate math grade level increase

TABLE 7 CROSSTABULATION OF MATH VOLUNTEERS ESTIMATES OF THE STUDENT'S AVERAGE NUMBER OF MATH LEVELS BELOW GRADE LEVEL BEFORE TUTORING BY THE ESTIMATED GRADE LEVEL INCREASE IN MATH COMPETENCY AFTER TUTORING

Estimated Average of Levels Below Grade Level Before Tutoring	Estimated Grade Level Increase in Math Competency After Tutoring					
	¼ Grade	½ Grade	1 Grade	Other	Don't Know	Total
0.0						0
0.5					1	1
1.0	1	2				3
1.5		2				2
2.0		1	1			2
2.5		1				1
3.0	1	1				2
3.5			1	1		2
4.0						0
4.5	1					1
Don't Know	2	2	0	0	4	8
Total	5	9	2	1	5	22

Volunteers were asked about interesting anecdotes which reflect experiences in tutoring math. For example, 1 child, in 4 months, acquired the ability to count to 100 and do addition and subtraction calculations up to 10. Prior to tutoring neither skill could be performed and little motivation to learn these skills was present.

In summary, Objective 2 is concerned with a 1 year improved math proficiency of 25% of the 100 students identified as 2 or 3 years below grade level. Based on the above statistics and limited School District testing procedures it is not possible to make an accurate estimate of tutoring effectiveness. However, assuming the above data is reasonably accurate, from Table 7, 7 of 14 students were between 2 and 3 years deficit in math. Taking this as a 50% estimate of the 378 math tutored students yields an estimate of 182 students 2 to 3 years deficit. Two (2) of 14 students (or 14%) in this range category improved one grade level. One might conclude that the math tutoring program did not achieve its objective. Similarily, it could be argued that the project objective, as stated, did not reflect what actually could be attained by 30-45 minutes of tutoring once a week. It appears that math deficiency and improvement is similar to that reported by reading tutors - a one-to-three year deficiency can be decreased by about ½ year through tutoring. This may suggest that students with deficiency in one area may have a generalized education deficiency.

Twenty-nine (29) principals were asked to estimate the grade level improvement resulting from tutoring (not specifically math or reading). Nine (9) of 29 did not estimate improvement, while 18 indicated 1 grade level. Two (2) indicated ½ grade level. It is difficult to assess whether the volunteer or teacher is either overestimating or under-

estimating improvement in providiency. However, the trend seems to indicate a one-half to one year improvement in learning skills when tutoring is provided.

Objective 3:

During the 1972-73 school year, in 175 classrooms where volunteers have been requested and assigned as classroom assistants, teachers will increase the amount of time devoted to instructional activities by 20% on the day volunteer service is available, as measured by periodic surveys of teachers and volunteers.

Activities to Achieve Objective 3:

To prepare volunteers for this area of service, 3 training and workshop sessions (9 hours) were held for volunteers. Two (2) of the workshops were conducted by the Director of Elementary Schools, Miss Zimmer, a principal, Miss Sercy, a primary teacher, Mrs. Chillingren and a math and language arts teacher, Mrs. Blackhan. These workshops developed the V.I.E. concept of "the vital volunteer - a member of the school team," and emphasized the ways that volunteer efforts could be of maximum benefit for teachers and students in the classroom.

A 3rd workshop session was conducted by Mr. Bottenberg and Mr. Jones, the District's audio-visual technicians. This workshop consisted of a demonstration of the audio-visual equipment available in the schools for classroom use. Volunteers were trained in the use of the equipment and had "hands-on" experience in using them. The workshop acquainted the volunteers with the audio-visual materials available in the central office.

A 4th workshop was conducted by Mrs. Gertrude Oliver, Psychological Counselor for the Head Start Program. This workshop focused on the importance of Gross Motor Development in early childhood, and through demonstration and participation of volunteers, emphasized the many different ways volunteers could assist the teacher and help children in this important facet of their development, both in the classroom and on the playground. This workshop was geared to Head Start volunteers, and volunteers in early primary grades.

Each volunteer received a portfolio of materials consisting of: (1) information of volunteer involvement in the classroom (2) a description of audio-visual equipment in the schools, (3) information on how to check out special audio-visual equipment and materials from the central office, and (4) activities and instructions for volunteers to use in assisting in these activities related to Gross Motor Development. Volunteers who did not attend this workshop were given on-the-job training by his/her supervising teacher.

As a result of the workshop, volunteers acquired the skills to assist in classroom management, to prepare and use audio-visual materials, and to prepare and use materials supportive to instruction.

To achieve this objective, 416 volunteers were assigned to 300 classrooms as classroom assistants in 60 schools in the District and in 3 parochial schools.

Evaluation of Objective 3:

This objective was evaluated by asking the 45 classroom assistants their estimates of the relief from non-instructional duties of the teacher on days of volunteer service. Table 8 indicated 12 of 22 volunteers estimated volunteer service relieved non-instructional activities

TABLE 8 PERCEIVED PERCENTAGE OF TEACHER RELIEF FROM NON-INSTRUCTIONAL ACTIVITIES BY CLASSROOM ASSISTANTS

Percentage	Frequency of Response (N=27)
0%	2
10%	2
15%	0
20%	2
25%	1
30%	3
40%	6
50%	6
	22[a]

[a]5 respondents did not answer statement

by 40% or more. Nine (9) of 18 college student volunteers estimated their percentage relief to be between 10% and 25%. These 2 categories of volunteers appear to have relatively divergent estimates of their assistance in the classroom. One (1) explanation of this discrepency is that this group (college student) of volunteers reported more frequently that the teacher did not make effective use of their services. Thus, it is likely they may have underestimated their impact, or it could be argued that the other group of volunteers overestimated their impact.

To clarify these findings, the principals estimated the percentage of relief by volunteers also. Four (4) estimated a 10% relief; 10, a 30% relief and 14, a 40% relief with 1 not responding. It would appear that the principals support the trend that volunteers relieve teachers of non-instructional activities between 30% to 50% or more.

Based on the above evidence, volunteers provide 30-50% non-instructional relief. This, however, poses an unanswerable question relative to Objective 3. Objective 3 states, "...teacher will increase the amount of time devoted to instructional activities by 20% on days volunteers service is available..." It is evident from volunteer and principal estimates that volunteers provide a significant amount of relief time. However, it is unclear whether teachers use this time to increase instructional activities, but it is assumed this released time is used for preparation of instructional activities and individualized instruction. It is suggested by the program evaluation consultant to revise this objective in future program year to only assess the volunteer service.

Objective 4:

During the 1972-73 school year, in 60 school libraries where volunteers have been requested and assigned as library assistants, attendance in the Library or Resource Center will be increased by 20% and the librarian will increase the amount of time devoted to instructional activities by 20% on the day volunteer is available.

Activities to Achieve Objective 4:

To prepare volunteers as library assistants 4 training and workshop sessions were held, (12 hours) at which time many aspects of library maintainance and technique were covered with guidelines for volunteers to follow for a more professional performance of their service. These workshops were conducted by Mrs. Marnie Neal, Supervisor of School Libraries; Mrs. Doris Fain and Miss Ruth Scott from the District's Library Processing Center; Mr. Bottenberg and Mr. Jones, Audio-Visual Technicians; and Miss Elizabeth Bretting, Head Librarian and 2 assistants of the Childrens Library of the Kansas City, Missouri Public Library.

The content of the workshops was: (a) Presentation of the physical arrangement of a Library and Resource Center; (b) Specific library techniques in library management; (c) Practice in card cataloging, circulating library materials, adding to vertical files and practice in shelving books in the Dewey Decimal system; (d) A tour of the Districts' Library Processing Center, and a practice period in processing books for school libraries, (e) Practice in preparing bulletin displays, in the libraries and classrooms, (f) Practice in using audio-visual materials in Resource Center; (g) Demonstration of different ways to share books and present book talks to small groups of students in the library.

At the workshops, volunteers received portfolios consisting of instructional materials, and the necessary materials for practice in the areas listed above.

As a result of the training and workshops volunteers were prepared to assist the librarian by relieving her of non-instructional library duties, and in libraries where there were no librarians (or a part-time librarian) the volunteers were prepared to maintain the library under the supervision of the principal or head teacher.

To achieve this objective 338 volunteers were assigned as library assistants in 60 libraries. In 9 schools where volunteers were assigned they assisted the full-time librarian, for a minimum of 3 hours a week. In 11 schools where there was a part-time librarian, (2½ days) the libraries were maintained for 2 days each week by volunteers and in 40 schools where there were no librarians, the libraries were staff completely by volunteers.

Evaluation of Objective 4:

To evaluate this objective volunteers were asked to estimate the amount of time they relieved librarians from non-instructional activities because of volunteer service. Seventeen (17) library assistants were included in the survey with 10 estimating the percentage of utilization. Eight (8) of 10 volunteers estimated a 30% relief from non-instructional activities (Table 9).

TABLE 9 PERCEIVED PERCENTAGE OF LIBRARIAN RELIEF FROM NON-INSTRUCTIONAL ACTIVITIES BY LIBRARY ASSISTANTS

Percentage	Frequency of Response (N=17)
10%	1
20%	1
30%	8
40%	0
50% or more	0
	10a

a7 respondents did not respond to the statement

Three (3) volunteers in this survey were the only librarians at these schools and therefore provided 100% of the library service.

There are approximately 60 libraries in the Kansas City School District. Not all of these libraries are serviced on a full or part-time basis by a professional librarian, or a part-time clerk. In 9 schools, volunteers provided 3 hours per week of volunteer service. In 11 schools, with no librarians but a library clerk, working 20 hours per week, volunteers provided an additional 10 - 15 hours of volunteer library hours by their service. In 40 schools, there were no paid library staff. These school libraries were operated completely by volunteers and any service represented a 100% increase above no volunteer service what ever.

In summary, this objective specified that attendance in libraries would increase 20% when library assistants were present and librarians will have 20% more time for instructional activity when relieved by volunteers from non-instructional activities. The evidence suggests that with the large number of libraries which are maintained primarily by volunteers that these library assistants increased library use by more than 20%. In addition, the survey evidence indicates assistants relieve librarians of approximately 30% of their non-instructional activity. Thus, if the librarian utilizes this non-instructional release time for instructional activities for library patrons, there is the possibility for more than a 20% increase in instructional activities.

Objective 5:

During the 1972-73 school year, in at least 3 of the 22 elementary schools presently without libraries, a team of 6 volunteers, upon request, will arrange the physical set of a library and centralize book collections so that children in these schools will have acess to a library in their own school.

Activities to Achieve Objective 5:

To achieve this objective 2 library teams, of 6 volunteers each team, were organized and trained to set up an elementary school library.

Working with Mrs. Marnie Neal, the Supervisor of School Librarians, 12 volunteers were trained to set up the physical components of a library in an empty room, to arrange and shelve books, according to the Dewey Decimal System, and to establish card-index files.

Evaluation of Objective 5:

There were no requests by schools in the District to V.I.E. to provide this service, during the 1972-73 school year, because of lack of funds, no shelving materials was ordered, and consequently the teams could not be asked to function. Therefore, there is no way to evaluate outcomes other than the volunteers were trained and available to provide this service.

Shelving for setting up libraries in 3 schools have been ordered for the 1973-74 school year.

Objective 6:

During the 1972-73 school year, in at least 40 Special Education classrooms where volunteers have been requested and assigned as classroom assistants, teachers will increase the amount of time devoted to instructional activities and individualized instruction by 30% on days volunteer service is available.

Activities to Achieve Objective 6:

To prepare volunteers to assist Special Education teachers, 4 training and workshop sessions were held. These sessions were conducted by: Miss Farrel, Director Special Education; Mrs. Allen, Supervisor Speech and Hearing; Mrs. Wymer, Director Learning Disabilities, Mrs. Lois Mayes, teacher, Learning Disabilities.

The content of the workshops was a focus on understanding the handicapped child, and how a particular handicap affects the ability and level of learning; direction for, and the making of, instructional materials used in the different areas in Special Education; and how to work with individual children or small groups of children in providing immediate reinforcement of teacher's instruction and guidance.

Emphasis was placed on the fact that the handicapped child, even with more than one handicap, can learn. Volunteers were shown through demonstration and film how vital their service can be in the Special Education classroom, and for each child.

In addition, the volunteers assisting the Speech Correctionist and the teachers for Learning Disabilities, received specific on the job training.

Each volunteer received a portfolio of materials consisting of: guidelines for volunteers to follow for a more professional performance

of their services, the necessary materials and instructions to make the aids to learning that would be required to assist in classrooms for the Mentally Retarded, and Hard of Hearing, and to assist teachers in Speech Correction and Learning Disabilities.

As a result of the training volunteers acquired the necessary skills to make their volunteer services supportive to the Special Education teacher in the classroom, and reinforce the professional instruction of the Special Education itinerant teachers.

To meet this objective 118 volunteers served in the area of Special Education. One hundred thirteen (103) volunteers were assigned to 47 Special Education classrooms and teachers as classroom assistants, and 15 volunteers were assigned to itinerant Special Education instructors and Learning Disabilities Centers.

Volunteer service was distributed to meet the following Special Education needs.

Student Impairment	Number of Volunteers	Classrooms	Itinerant Teachers	Approx. Students served
Speech	25		18	100
Mentally Retarded	50	36		360
Hearing	5	5		25
Physical	30	3		25
Teen Age Parent	5	3		30
Learning Disabilities	3	—	2	10
Total	118	47	20	1,350

Volunteer service continued to be made available upon request at different intervals of time, to assist children with visual disabilities, and to prepare materials using large type for the partially sighted.

A new component to the V.I.E. program was the "Adopt-A-School." In this component, National Council of Jewish Women, adopted Troost School. This school, in addition to regular classrooms, is one of the schools in

the District which has 3 classes for the Hard of Hearing. In addition to supplying the requested volunteer needs at Troost School, this organization, consisting of 1,200 members this year, as part of the V.I.E. activity, has purchased an Acousta RF Wireless Auditor Training Unit for the Hard of Hearing classes at Troost at an approximate cost of $5,800.

Evaluation of Objective 6:

This objective was evaluated by phone interviews with volunteers involved in Special Education activities, principals, directors and teachers. Volunteers estimated that they relieved the Special Education teacher by approximately 30-40%. This relief time, was reported by 1 Special Education teacher, provided an additional 2 - 3 hours for instruction on days when volunteers were present. The Special Education's instructors estimate is similar to the perception of volunteers. In situations of itinerate Special Education instructors in speech, volunteers generally escorted students needing these services to and from the classroom. In addition, with learning disabilities the volunteer reinforced immediately, in numerous situations, Special Education tutoring under the instructor guidance.

In summary, verbal and written testimonies indicate volunteers are performing a significant service for Special Education students and Special Education teachers.

Objective 7:

During the 1972-73 school year approximately 200 members from the academic, professional and business community will become involved in the Volunteers in Education program in the Kansas City, Missouri School District, as compared to the participation of 100 persons during the 1971-71 school year.

Activities to Achieve Objective 7:

To meet this objective 235 volunteers from the academic, professional and business community participated in varied activities to achieve program objectives.

One (1) type of involvement, was service on the V.I.E. Advisory Board. The Advisory Board is composed of 15 members representing the community at large, the academic, professional and business community, and the school administration. Each member is a chairman or co-chairman of a working committee: (a) Business and Industry, (b) Interviewing and Orientation, (c) Budget and Finance, (d) Telephone, (e) Head Start, (f) Legal Program. The Advisory Board met once a month with committee meetings called as each chairman felt the need.

In order to further meet this objective, linkages with the community educational institutions in the Kansas City Metropolitan area were established. Ninety-five (95) volunteers from the academic community participated in the Volunteers in Education program during the 1972 school year. Avila college offers a course in "Human Growth and Development", in which participation in V.I.E. is an elective activity. Penn Valley Community College has a similar arrangement in a course entitled, "Early Childhood Development." St. Luke's Hospital provides an opportunity for student nurses involvement in V.I.E. through the "Human Growth and Development" course. Contacts were made with faculty members from the University of Kansas City, Missouri, who in turn recommended to the students

in their classes that they volunteer to help in filling some specific requests to the V.I.E. staff to help fill some particular needs.

Students from the university's math, reading, sociology, music therapy, and art classes participated as Volunteers in Education. Dean Widmar, U.M.K.C., recommended to all sophomores considering entering the School of Education, that they participate in the V.I.E. program. He supplied the V.I.E. staff with a listing of these students. They were contacted by V.I.E. via a letter.[8] Students enrolled in the School of Education at Rockhurst College also participated.

Involvement of the professional community in Volunteers in Education was as training leaders, consultants, and discussion leaders.

(a) Twenty (20) administrators from the district served as leaders at training sessions and workshops.

(b) Two (2) Directors of Elementary Schools, 6 principals and 2 teachers served as consultants at the training sessions.

(c) An eminent psychiatrist, Dr. Elizabeth Barker, conducted a special seminar for volunteers, teacher and principals, on "A Matter of Relationships - volunteer - teacher - student".

(d) Fourty-four (44) members from the Retired Teachers Organization also became involved in the program, as reading tutors.

(e) Fifty (50) practicing attorneys served as lecturers and discussion leaders in a High School Legal Education program.

From the legal community the practicing attorneys, and law students from U.M.K.C. served in 52 Sr. High classes in 14 High schools. They attempted to impart to participating students a practical working knowledge of those aspects of the law which would be directly affecting their

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[8] Appendix D

lives as they obtain jobs and establish families. Several areas of law were discussed including drug, criminal laws related to urban problems, and contemporary issues (rights, school law and speech). The lawyers committee on Urban Affairs authored the material used in the High School Legal Education Handbook for volunteer lawyers and teachers, plus the handout materials for student use.

As a result of volunteers being assigned to their schools, and their classrooms, teachers, principals, and librarians became directly involved in the program, while 8 principals in 8 schools became even more actively involved in V.I.E. They emphasized the importance of using volunteer services correctly at their staff meetings, and utilized the V.I.E. Handbook, "The Vital Volunteer" for their staff development sessions in the area of using volunteers in the teaching and learning process.

Evaluation of Objective 7:

Objective 7 is primarily one of seeking participation in V.I.E. of various professionals in the community. Based on the quantitative character of this objective, the 235 volunteers more than exceeded this objective of 200 volunteers.

On a qualitative analysis of this objective, there have been numerous reports, many unsolicited, by principals of the valuable contribution this category of V.I.E. volunteer played in enriching students' educational experiences.

The V.I.E. Advisory Board's activities are included in this objective. However, as the objective is stated, comments about Advisory Board activities and the issues focused upon at its monthly meetings are not appropriate to evaluate. Thus, a discussion of Advisory Board activities is included in Appendix E.

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[9] Appendix E

For the second year the Kansas City Lawyer's Committee on Urban Affairs performed volunteer legal education in District Schools. The project was utilized by 52 high school classrooms and involved approximately 1,500 students in 11 high schools. Twenty-two (22) Kansas City lawyers and 25 law students from the University of Missouri at Kansas City took part in the program.

In addition to junior and senior level classes, 6 freshman classes (5 at West High School and 1 at Westport High School) participated in the project. The general reaction of the lawyers and law students who instructed in these freshman classes was that the regular classroom teacher could do a satisfactory job of presenting the legal materials at that level of sophistication; and that the lawyers and law students are best utilized at the junior and senior grade levels.

The organization and structure of the program followed the same objectives as the 1971-72 project year. These include: (1) to impart to participating students a practical working knowledge of those aspects of the law which would be directly affecting their lives as they obtain jobs and establish families; and (2) to involve the students in discussions designed to help develop analytic thought processes and an awareness of the complexity of the considerations which face the decision makers in our legal process.

The 1971-72 materials were updated and expanded to include new sections on Labor Law and the Civil Rights Amendments; and were printed in a 200 page, spiral-bound booklet which was distributed to every participating lawyer and law students.

As in the past, at the conclusion of the project, evaluative questionnaires were distributed to each participating high school.

As of the date of the writing of this report, results from 571 student questionnaires from 35 of the participating classes have been tabulated. As in past years, the students revealed the high degree of acceptance of the project and the high interest and value which they placed on their classroom sessions by their answer to the question: if you had your choice, would you invite the lawyers back next year for more periods, fewer periods or about the same number. A full 86% of the students answering indicated that if the choice were theirs they would invite the lawyers back next year for at least the same number of classroom hours as were involved this year. (It should be understood that the number of project hours varied from class to class with a low of 5, a high of 30 and an average between 15 and 20 classroom hours.)

Also reflecting past experience were the students' answers to the questions (a) did they ever talk with their parents about the legal subjects discussed in class and (b) did they ever talk with friends outside of class about the legal subjects. The answer choices on each of these questions were: several times, one or two times and never. Just under 75% of the answers indicated the student had discussed the legal subjects presented in class with his parents and just over 75% indicated discussion had taken place with the student's friends outside of class. Those answers emphasize the potential "ripple" effects of the project.

As was done in last year's project report, following are selected answers made to the last question on each questionnaire, which question gave the answerer the opportunity in his own words to make any comment he might desire about the project.

Typical responses of students to the following question, "Did you like the lawyer's project? How would you improve it?"

"Yes.I have enjoyed the lawyers interest in the students at Westport. I feel as if this has been a very rewarding part in today's education. I do not think the class in law needs improvement, it is very complete and helpful."

Yes, I think it would be better if more time was given to let lawyers come in to lecture, or maybe even have a class worth ½ credit a semester for those who are interested in studying law for personal reasons or would like to become lawyers."

Yes, I like the lawyers because some of the subjects he talked about I would never have known about them. And it is good to know you have people in your community that would take up the time and do what he did."

One (1) instance negative comments were expressed oncerning the project, but these comments were primarily directed toward the qualification and performance of a law student which resulted in less than satisfactory legal education.

In classrooms where legal education was given teachers were asked to evaluate the impact of the project. Typical of the comments were the following.

This year's program gave students much needed and up to date information about the laws covered in class. Many students and teachers realized how little one knows about the law.

These lawyers have made our legal system more understandable and reachable.

Lawyers were very conscientious in their attendance and presentations and were very pleasant to the studen s. Handouts were effective and valuable information was presented to the students.

In summary, this V.I.E. endorsed project has received support from the legal profession, teachers and students. The nature of the subject matter is important in our post industrial society for students as well as their families. V.I.E.'s involvement has been compatible with its present program objectives and is expected to continue.

Objective 8:

During the 1972-73 school year, 75 persons from the greater Kansas City community, who have unique skills or expertise in specific fields will serve as Resource Volunteers at least once during the school year, upon appointment, to enrich the educational expertise of the students.

Objectives to Achieve Objective 8:

To achieve this objective, 115 were recruited and served in various enrichment V.I.E. components: (a) Learning through Art, (b) The Schoolettes (dance troupe), (c) Physical well-being (Health and Eye-testing), (d) Music and Music therapy, (e) Hobbies.

In the Art Component volunteers attended 2 training and workshop sessions conducted by Miss Jean Baldwin from the Nelson Gallery of Art, Miss Rosemary Beymer and Mr. Leonard Pryor, the Districts' Art Consultant and her assistant. The workshops were geared to train volunteers to help children in the elementary schools develop "seeing skills" through picture enjoyment, and how to translate these skills in other learning areas. Time at the workshops was spent also in mounting the pictures that volunteers chose to use in their presentations, and making portfolios for carrying the pictures.

These mounted pictures became the"V.I.E. Picture Library"for this component of the program. When volunteers finished with the 3 or 4 pictures they chose, they returned them to the V.I.E. office, and chose their next set.

Volunteers in Art Enrichment provided service to the school at least twice a month serving 2 classrooms each day.

The Schoolettes - (a dance troupe) was composed of students from the greater Kansas City community, whose contribution of

service was in the nature of a program, demonstrating the different kinds of dance, ballet, folk, jazz, and tap. The adult leader of the groups, explained the origin of each dance type, when the troupe performed for a class, or classes, where such an explanation was deemed appropriate for the class group. In the performance for Early Primary and Special Education class groups, the different kinds of dance shoes, (ballet, toe, and tap), were passed around for the children to see and feel, and the Schoolettes concluded their performance with each member taking 2 children to join them in a group dance.

The Physical Well Being component, took form as a Health Service and as an Eye-Testing project, rather than straight enrichment, since Health Service and the Eye-Testing was an area of acute need in the District. (Because of lack of funds the District no longer has nurses in the Health office in the schools). To meet the eye-testing need, 13 volunteers attended a training session conducted by the Red Cross, and Miss Austadt, the Districts' Health Supervisor. The volunteers worked in teams of 3, and were assigned to schools by Miss Austadt who identified the eye-testing needs. Sixty-eight (68) volunteers, who had had first-aid training through the Red Cross, served in the Health offices in schools in the District.

The Music Component also arose out of a special need in the District. Because of cutbacks due to lack of funds, the district no longer has music consultants, and many elementary school classrooms, where teachers have no music expertise, have music only once or twice a year. The project recruited and assigned 8 volunteers with music ability to help meet some of these needs. Two (2) of the volunteers with training in Music Therapy, served in M.R. classes.

In the area of Hobbies, each school who wished this kind of service, sent a flyer to the parent in the school community. Because the V.I.E.

staff was too small to service this component adequately, each school handled this volunteer service as the principal saw fit. The project staff then augmented this volunteer service by filling specific needs; i.e. 2 principals involved in the Success School project, needed 6 volunteers with certain skills to work with groups of students, under teacher or principal supervision, while some classroom teachers attended a 45 minute in-service training session. In polling the principals in 5 schools it was found that they had from 10 - 80 persons on the "Hobby Lists", who visited a classroom at least once during the year.

Evaluation of Objective 8:

The quantitative aspects of this objective is relatively easy to evaluate. Objective 8 strives to involve 75 persons as resource volunteers. One hundred fifteen (115) volunteers served as resource volunteers.

This group of volunteers serves a very vital role in the School District. Learning experiences of students are not limited to the basic skills, but rather extend to activities which have more immediate interest and concern, than basic skills. Students frequently have artistic, health, hobbies, etc. interests which are highly developed but beyond the scope of the School District to provide. Volunteers, who serve in these areas, have special expertise which facilitate student development. In fact, resource volunteers may serve as a catalyst for encouraging a student to develop special interests which may not receive support from their peers or School District.

Volunteers in Education should be encouraged to continue to provide this volunteer service area. Especially since budget cut-backs have reduced or eliminated the paid professional's activities in the school district in the areas of this objective.

SUPPLEMENTAL EVALUATION OF VOLUNTEERS IN EDUCATION

In addition to the basic data analysis of V.I.E. objectives, additional data was collected and analyzed to facilitate program assessment and planning. Both volunteers and principals were asked questions about various aspects of their relationship to each other and to the V.I.E. program.

One area of concern was with volunteer-teaching staff relations in schools. Of the 137 volunteers, 127 volunteers reported good relations with teachers. Of the 29 principals interviewed, 28 supported the statements that sound working relationships had been established by teachers and volunteers. Fifteen (15) of 29 principals reported outstanding staff reactions and an additional 12 reported good staff reaction to volunteer service in their schools.

Some volunteers did not report their experiences by responding to the above yes or no statement, but verbalized their reactions. One volunteer expressed a concern that teachers were unable to use volunteer service effectively. It was suggested that teachers and volunteers meet prior to school to discuss the volunteer's role in the classroom. Another suggestion supported the preparation of a handbook for teachers advising them of services volunteers have been trained to perform and how to more effectively utilize volunteers. It should be noted that such a supplement booklet to the V.I.E. Handbook has been prepared and will be ready for the 1973-74 school year.

Another area researched was the effectiveness of training sessions for volunteers. This year V.I.E. sought to train new volunteers without previous training and also to upgrade skills of the existing volunteer staff. Slightly more than half of the volunteers surveyed attended workshops during the current program year. Open-ended statements about training were generally quite favorable, indicating that useful suggestions for effective volunteer service

were acquired at various workshops. In general, there were no negative comments about materials presented in workshops; one volunteer suggested a slightly different emphasis based on her perception of student needs. It was this volunteer's perception that materials from the workshop appeared to be inappropriate in a situation where a teacher's teaching method differed from that utilized in V.I.E. training and the teacher perferred her method rather than the volunteer's. In conclusion, it appears that volunteer materials are well conceived by V.I.E. staff and their consultants. These materials were readily adaptable to a wide variety of volunteers, schools and teachers.

Principals responding to their perception of V.I.E. trained volunteers reported that trained volunteers are more, or much more qualified (25 of 29 principals) than non-V.I.E. trained volunteers. Thus, based on principal's perceptions, the V.I.E. volunteers were significantly better qualified to perform in the school.

An important facet of V.I.E.'s activities is the interviewing of potential volunteers for purposes of matching volunteer interests with satisfying areas of volunteer need in the school district. One hundred twenty five (125) of 139 volunteers indicated they were placed according to their interests. Eleven (11) volunteers did not respond to the question and 1 volunteer indicated not being placed according to interests. In general, the screening activities of volunteers was effective in placing volunteers.

A factor related to whether volunteers were placed according to their interest was whether the volunteer wanted to continue volunteering next year. Of 119 volunteers surveyed, 76 indicated they wanted to continue, 16 did not and 29 did not respond. Some of the reasons for not continuing or uncertainties about future volunteer service were as follows. One factor related to

the uncertainty of volunteer participation was related to a pending lawsuit against the School District for relocating teachers according to a racially approved ratio. In addition, some busing of students is reflected in volunteer apprehension about affirmative volunteer plans for next year.

Some of the reasons given by volunteers for not continuing volunteer activity for the 1973-74 program year include: 1 in 4 volunteers reported moving from the district, 1 in 5 volunteers were returning to work, 1 in 3 volunteers for personal reasons, and 5 volunteers were hired by the District as library clerks or as teacher's aids. The last reason reflects a positive evaluation on the Districts part of the quality of volunteer service when they decide to employ a volunteer.

Both volunteers and principals were asked to suggest activities which might make V.I.E. volunteers more effective in schools. Several volunteers suggested more public relations with the schools, teachers and the community was needed. Volunteers believed public relations information would make their work more effective because it would reduce the vague image V.I.E. has in some areas. It was suggested by some volunteers that if V.I.E. had sufficient monies available, special cultural and social interests of students could be met. Included in this suggestion were monies for clothes or costumes and equipment for creative dance and some additional supplies to carry out these activities. It should be noted that volunteers and V.I.E. staff, on occasion, provided these supplemental supplies out of their personal expenses because there was no available monies from the program budget or the School District to meet these requests. Several volunteers suggested additional training programs be established which focused on human relations skills between teachers, volunteers and students. It should be noted that the V.I.E. program did have one workshop, "I'm O.K., You're O.K., - (A Matter of Rela-

tionship)" oriented toward human relations skills. More of these are planned for the coming year. One final area of suggestions was made by volunteers. Several volunteers expressed a concern about tutoring a student when the student's inadequancies were unclearly defined by teachers. It was suggested by a volunteer that diagnostic materials be utilized by volunteers to facilitate more effective learning experiences for students. While the above suggestion is commendable, it is risky to send all volunteers with limited diagnostic testing skills into schools to evaluate and prescribe remedial educational experiences. In addition, this activity is beyond the domain of volunteer activities. It is suggested by the project evaluating consultant to the V.I.E. program to consider developing a set of learning problem area checklists which could be related to specific tutoring activities of the volunteer. This problem area checklist could be presented to the teacher to indicate an assessment of student needs and as a guidance device for volunteer tutoring. It would also serve as a benchmark which could be utilized by volunteers to evaluate changes in student performance to be reported back to the teacher.

Dissemination Activities

During the second project year V.I.E. employed many and varied techniques and modes of media for recruitment and dissemination of information concerning the program. The original materials developed for the program also had rather wide dissemination. The following represents the major V.I.E. dissemination activities locally:

1. Television interviews and local radio spot announcements.
2. Articles and announcements in: area and neighborhood newspapers, church bulletins, organizations and college publications, and school newspapers.
3. Talks given by the project coordinator and recruiter to organizations, retired persons clubs, P.T.A. and parent groups, teachers meetings, church study groups and classes in colleges and universities in the metropolitan area.
4. More than 3,000 flyers made available periodically for distribution to clubs, organizations, libraries and schools, and universities in the metropolitan district.
5. Twelve hundred (1,200) letters sent to sophomores and juniors in the School of Education, U.M.K.C. inviting them to participate in the program.
6. Sixteen (16) posters displayed in business establishments, colleges and churches, rotated during the year.
7. Information and recruiting booths were made available to V.I.E. at important shopping areas for 8 days, during fall and spring recruitment.
8. Display booths were set up at general organizational meetings, at a special conference for the Department of Continuing Education

at U.M.K.C. and at the Voluntary Action Center Fair.

Although all the dissemination efforts resulted in persons volunteering to participate in the project, some were more sucessful than others. The most successful were those activities that involved personal contact and personal approach:

(1) Talking to college professors, instructors and students in their classes, and to organizational groups.

(2) The information and recruiting booths.

(3) Talking to P.T.A. and parent groups.

Two college instructors last year said that they liked to cooperate with Volunteers in Education because "V.I.E. presented a well organized, well-thought-out program which offered their students a chance to be of service to students in the School District and at the same time advance and improve their own techniques." This year they were joined by others who verbalized the same thing. Dr. Leibert, from U.M.K.C. Reading Department has offered to help in setting up a check list as suggested by the evaluater.

The information booth, in addition to disseminating information to the greater Kansas City community and contributing to the recruitment of volunteers, also reached an additional 5 principals and numerous persons from outside the Kansas City area who requested additional materials.

As a result of the dissemination activities, Volunteers in Education, for the 3rd project year will have a Co-Swap student who will devote 20 hours a week as an administrative volunteer.

The Kansas City School Districts publication, "Staff News Letter;" highlighted V.I.E. activities as they occurred, and the P.T.A. Bulletin also carried announcements of V.I.E. activities.

Volunteers in Education's original material had rather wide distribution. The Vital Volunteer, the V.I.E. handbook was requested and sent to 20 School Districts in addition to the 24 requested last year. The handbook for "High School Legal Education Volunteers" was sent to the Missouri Law Association upon request and to 4 other School Districts. The many requests for the different training portfolios and tutoring Reading Packets could not be granted because of the expense involved in preparing them. However, the coordinator, as far as possible, wrote a detailed account of how to prepare the packets for those who wanted to know.

Interest in V.I.E. was expressed by National School Volunteers, Inc., and the coordinator was asked to participate at the National Conference in April, as a Resource Person and leader at 2 workshops. More than 400 persons attended this National Conference.

The V.I.E. Coordinator also served as a consultant and workshop leader at a 2 day Leadership Training workshop for Elementary and Secondary teachers, on "The Utilization of Volunteers," sponsored by the School District of Des Moines, Iowa, and Project Motivate, Des Moines area community college. Eighty-one (81) persons attended the 2 day workshop.

Recognition

The services that volunteers gave to the schools during the 1972-73 school year was highly lauded by the principals, teacher, administrators and the members of the Board of Education.

Many of the schools had some form of recognition for their V.I.E.'s, ...in assemblies, special coffees and/or notes from teachers, principals and students.

The members of the School Board at several Board meetings during the year indicated their awareness of the general scope of the V.I.E. program and of the valuable service given by the volunteers. At the May 15, Board Meeting, they issued a Proclamation, declaring May 21 to 25 as Volunteers in Education Recognition Week, in recognition of the "great educational service provided by V.I.E."[10]

A copy of the Proclamation was displayed in each school.

A condensed copy of the Proclamation[11] with a footed note of appreciation from the Administration and Project Coordinator, was mailed to all volunteers who completed their service as V.I.E., during 1972-73.

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[10] Appendix F

[11] Appendix F

Evaluation Overview
Second Project Year - V.I.E.
by
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At the beginning of this Interim Evaluation the aims and goals of V.I.E. were presented. This was followed by data and evaluation of each objective. As I complete this evaluation I am faced with asking questions about the strengths and weakness of V.I.E. and the "so what" of the project. This evaluation overview will attempt to discuss the above questions.

I will discuss some difficulties encountered in evaluation before discussing some strengths of the V.I.E.'s program. The main difficulty in evaluating this program related to ambiguities about stated objectives and the meaningfulness of stated objectives to assess what actually happened in this program.

For example, Objective 1 and 2 focused on a percentage of students being defined as having less than their actual grade level abilities and through the use of tutoring an increase in their abilities could be expected by at least 1 grade level. There is no evidence in the educational literature to indicate the extent of impact tutoring has on increasing student learning skills, and thus, this criteria for Objectives 1 and 2. It is not possible, because of School District's limited testing program and the research budget for this program, to accurately assess the impact of tutoring. The project does, however, provide some indication that tutoring can result in a ½ grade level increase in learning skills (based on 2 project years interim studies). Thus, any subsequent project objectives should take this evidence into account and strive to determine impact by improvement in skills and less by numbers of students contacted. If the

focus is on improvement in skills, then it is possible to assess whether different materials, tutoring methods, schools, areas in the District, etc., are differentially influenced by V.I.E.'s performance.

A second illustration of ambiguities in evaluation relates to Objectives 3 and 4. It is implied by these objectives that effectiveness of volunteer service is determined by teacher performance, i.e., teachers or librarians have more time to prepare instructional materials when volunteers are present. This area of evaluation of District staff is not the proper domain of V.I.E. Rather, the purpose of the objective is to provide assistance to facilitate learning by relieving teachers and librarians of non-professional activities. A volunteer relieving a teacher to organize thoughts for a class presentation may be equally as important as assessing whether a teacher or librarian is working on instructional activites.

The other program objectives also focus on the quantitative aspects of the project rather than the qualitative. Thus, it is not possible, within the specifications of this evaluation, to report the innovative contribution these volunteers are making. Since these contributions are varied, to report each and every one would be laborous. Therefore, only a few selected illustrations have been presented.

Since the School District is a political as well as educational organization there were some sensitivities in acquiring the type of data that might aid in assessing the actual impact of V.I.E. It would be useful to interview teachers and students recipients of volunteer services to determine their perceptions of V.I.E. The difficulty here relates to first provide assurances of teachers that their performance is not being evaluated and second, educating them to the role of the volunteers in schools. This objective is worth striving for, however sensitive, in light of the trend

for accountability in schools. In addition, knowledge of the principal-teacher-volunteer-student relationship would greatly facilitate the understanding of volunteering impact in schools.

There have been several factors which have accounted for continued effective performance. First, for several years more than 1,000 people volunteered their services to the Kansas City, Missouri schools. Without their service V.I.E. could not have achieved this degree of success. Second, the paid staff which included a Coordinator, Recruiter and Secretary have effectively provided services to prepare their program, prepare materials, and recruit and train volunteers.

A major strength of this program has been the materials used to train volunteers. These materials, prepared by the Coordinator in conjunction with various District specialists, were well conceived and readily adapted for volunteer use. Volunteers have generally lauded the training materials, workshop sessions, and the V.I.E. Handbook, "The Vital Volunteer."

Finally, the Interim Evaluation itself stands as evidence of the project effectiveness. There are very few critical comments by volunteers, principals, or students of the program even though such comments were solicited.

The "so-what" of the project can be responded to by a statement that nearly all volunteers indicate an intent to continue volunteering during the 1973-74 school year. Such a response expressed by volunteers, is an indication of their perceived value they assign to V.I.E. and their desire for continued association with the program. Volunteers have expressed enthusiasm about the program which was manifest in the student's increased motivation to acquire various learning skills tutored by volunteers. The volunteers concern for the students was expressed in testimonials by students

indicating their appreciation of volunteer service. This relationship of volunteer-student is critical for program success and is evidence of the vitality of the "Vital Volunteer."

Appendices

Appendix A - Interviews and Written Questionnairs . . . . . p. 48

Appendix B - Interviewing and Assignment . . . . . p. 50

Appendix C - Volunteer Statistics . . . . . p. 53

Appendix D - Recruitment letter to college students . . . . . p. 71

Appendix E - Advisory Board . . . . . p. 72

Appendix F - Recognition . . . . . p. 75

Appendix A

Interviews and Written Questionnaires

VOLUNTEERS IN EDUCATION
The School District of Kansas City, Missouri
1211 McGee Street

EVALUATION QUESTIONNAIRE

Name: _____

School Served: _____

Teacher (s) or staff member you assisted: _____

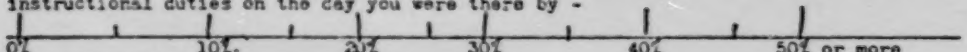
1. How many hours did you work (approx)? _____

2. Briefly describe what you did _____

_____

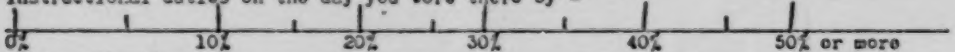
3. Were you placed according to your interests, available time? Yes ___ No ___

4. If you were a classroom assistant, do you think you relieved the teacher of non-instructional duties on the day you were there by -



(please check)

5. If you were a library assistant, do you think you relieved the librarian of non-instructional duties on the day you were there by -



(please check)

6. If you were a tutor (Reading, Math, other), estimate, in general, the average number of years below grade level your student (s) were when you began to tutor. _____

In general, do you think you helped your student (s) increase competency in subject matter by ¼ grade level _____, ½ grade level _____, 1 grade level _____ other _____?

7. Were your services used to the maximum by professional staff, at the school?
Yes ___ No___

8. Did you have good rapport with the teacher? Yes ___ No ___
with the students? Yes ___ No ___

Comments _____

_____

9. If you attended any of the training sessions, workshops or seminars, do you believe the training materials provided were useful for your volunteer activity? Yes __ No __

Comments _____

_____

What skills and/or techniques discussed at training sessions were most useful during your assignment? _____

_____

What would you like to have in the way of workshops next year? _____

_____

10. Do you plan to continue as a Volunteer in Education for the 1973-74 school year?
Yes ___ No ___

Comment _____

11. Do you have any interesting experiences with students you worked with that you can share?
(Please use other side of questionnaire)

12. We would appreciate any recommendations to improve and/or expand the V.I.E. program.
(Please use other side of questionnaire)

VOLUNTEERS IN EDUCATION

PRINCIPAL'S EVALUATION OF VOLUNTEER ASSISTANCE

School or site:

Principal:

1. Would you like to have volunteer assistance continued at your school next year? Yes ___ No ___

2. Approximately how many volunteers did you have giving service in your school? _____

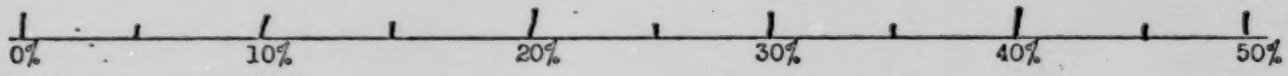
3. Approximately how many hours of volunteer service was given by average volunteer per week? _____

4. What new kinds of service would you like to have volunteers provide? _____

5. What has been the general reaction of the staff to the volunteer? Poor ___ Fair ___ Good ___ Outstanding ___

6. Have the volunteers established sound working relationships with the staff? Yes ___ No ___

7. Has volunteer service appreciably relieved your staff of non-professional tasks? Yes ___ No ___ - By what percentage?



8. Has the help given by volunteers been a factor in improving the achievement of children who received it, by ¼ grade level __ ½ grade level __ 1 grade level __ other __ ?

Any comments _____

_____

9. Has the orientation of volunteers as to their role in the school been satisfactory ___ good ___ very good ___?

10. As you know Volunteers in Education (V.I.E.) has a training program for volunteers. Do you _____ volunteer participation in the training program prior to service in your school. (a) ___Require (b) ___Strongly Recommend (c) ___Recommend (d) ___Encourage (e) ___Neither encourage or discourage

11. In general do you believe volunteers trained by V.I.E. are _____ than non-trained volunteers. (a) ___Much more qualified (b) ___More exqualified (c) ___About equally qualified (d) ___Less qualified

12. In general, would you say volunteers have had _____ rapport with teachers in your school? (a) ___Very Good (b) ___Good (c) ___About Average (d) ___Poor (e) ___ Very Poor

13. In general, do you believe your staff understands the role of volunteer service in your school, and uses volunteer services to the maximum? ___Yes ___No

14. Has the liaison between you and the V.I.E. program staff been satisfactory? ___Yes ___No

15. We would appreciate any recommendation to improve and/or expand the V.I.E. program. (Please use other side)

Appendix B

Interviewing and Assignment

Interview Date _____
School Assignment _____
Day & Time _____
Organization _____
Referral _____

VOLUNTEERS IN EDUCATION
School District of Kansas City, Missouri
1211 McGee Street BA-1-7565 Ext. 250

Volunteer Reference Form

Mr.
Mrs.
Miss _____
Last Name (Please Print) First Name Name of Spouse

Home Address _____ Zip Code _____ Tel. _____

Age Bracket: Student ___ 20 to 40 ___ 40 to 60 ___ Over 65 ___

Level of Education: Elementary ___ High School ___ College ___ Degree ___

Work Experience _____

Previous Volunteer Experience _____

Have you worked with children? ___ Where? _____

Special interests, skills, hobbies _____

Grade level preferred: Primary ___ Intermediate ___ Secondary ___

Service preference: Classroom ___ Tutoring: Reading ___ Math ___
Library ___ Special Education ___ Clerical ___
Head Start ___ Follow Through ___

School preference: 1st choice _____ 2nd choice _____ none__

Volunteered day and time: 1st choice _____ 2nd choice _____

Any health problems which would limit your activities? _____

Transportation: Car ___ Public Transportation ___

In case of emergency please notify: (Your doctor and one other person)

Name	Address	Telephone

VOLUNTEERS IN EDUCATION

The School District of Kansas City, Missouri
Board of Education Building
1211 McGee Street

BA 1-7565
Ext. 250

Mrs. Evelyn LeVine
Coordinator
Volunteers in Education

Dr. Gordon E. Wesner
General Director of
Instructional Services

Dear

Welcome to Volunteers in Education!

We hope you will find your contribution of service to the students in our schools as rewarding as it is appreciated.

You have been assigned to:

School _____ Principal _____

Address _____ Phone _____

Time

Your Reporting Date _____ Volunteered _____

Area of Service _____

When you arrive at the school, please report directly to the principal, who will be expecting you. He/She will direct you to your specific assignment.

If you have any questions, please do not hesitate to call, the V.I.E. office or your V.I.E. School Chairman, _____, _____.

We are looking forward to our very happy association for the benefit of the students in our schools.

Sincerely,

Evelyn LeVine

Evelyn LeVine

EL/cj

VOLUNTEERS IN EDUCATION

The School District of Kansas City, Missouri
Board of Education Building
1211 McGee Street

BA 1-7565
Ext. 250

Mrs. Evelyn LeVine
Coordinator
Volunteers in Education

Dr. Gordon E. Wesner
General Director of
Instructional Services

Date _____

School _____

Address _____

Dear

This reference form will introduce a Volunteer in Education we have assigned to your school.

The volunteer has been directed to report to you upon arrival at the school and told that you will direct him/her to the specific assignment in the area of service the volunteer prefers.

NAME _____ PHONE _____

ADDRESS _____ ZIP CODE _____

REPORTING DATE _____ DAY & TIME VOLUNTEERED _____

Area of Service Preferred _____ Grade Level ____

Skills and Interests _____

_____

Level of Education: _____

We have attached a duplicate copy of this reference form for the teacher with whom the volunteer will work.

If you have any question, please do not hesitate to call the V.I.E. office.

Sincerely,

Evelyn LeVine

EL/oj

Appendix C

Volunteer Statistics
Prepared by Donna Sanders, Recruiter

Summary Volunteer Statistics - 1972 - 73

Area of Service in Schools	No. of Volunteers
Reading tutors	289
Math tutors	56
Classroom assistants Head Start - 96	416
[1]Special Education	118
Library - Resource Center	338
[2]Health office	81
Playground	4
Clerical	19
[3]Music	8
Art Enrichment	26
Legal Curriculum Enrichment	50
Special Volunteers (Schoolettes)	15
Total volunteers serving in schools	1,420
Advisory Board/Committee	14
Total volunteer involvement	1,434
Total number volunteer hours	163,000

No. of Schools Using V.I.E.
75 Elementary
7 Junior High
11 Senior High
93 Total public schools
3 Parochial schools
96 Total schools involved

[1]Mentally Handicapped
Speech and Hearing Handicapped
[2]Learning Disabilities
[3]Includes Eye Testing
Includes Music Therapy

School	Number of Volunteers	Area of Service	Contributing Organizations	Retired Persons	Male	Female	Number of Minority	Volunteer Hours
Central Sr.	2	1 Tutor 1 Cl. Assistant	Park College Parent		1	1	2	255
East	10	8 Tutors 2 Lawyers	U.M.K.C. ,Legal Parent, Church		5	5		1,149
Humboldt								
Lincoln Sr.	5	1 Tutor 4 Lawyers	Park College Legal		5		1	675
Manual	5	1 Clerical, 1 Lib. 3 Lawyers	C. E. P., Parents, Community		4	1	2	1,242
Northeast Sr.	24(1)	8 lawyers, 10 Health, 6 Tutor	U. M. K. C. Community, Parent		7	17		2,517
Paseo	12(1)	5 Lawyers 5 Tutors, 2 Lib.	Community Parents		4	8	6	1,260
Southeast Sr.	3	1 Tutor 2 Lawyers	Park College Community		2	1	1	360
Southwest	23	10 Health, 6 Lawyers 7 Counseling office	PTA, Church Community		13	10		2,415

178 school days
35 weeks (approximately 105 hours)
17 weeks = 1 semester (51 hours)

C.E.P.: 3 day/week for 8 weeks = 192 hours
5 day/week for 8 weeks = 240 hours
() no longer volunteering

School	Number of Volunteers	Area of Service	Contributing Organizations	Retired Persons	Male	Female	Number of Minority	Volunteer Hours
Van Horn	6	4 Lawyers 2 Tutors	Park College Community		5	1		570
West	3	3 Lawyers	Community		3			315
Bingham, Jr.	26	2 Clerical 1 Counseling Office 1 Music 10 Health 12 Resource Center	U.M.K.C. Community		1	25		2,730
Westport	16	2 Special Ed.-craf 2 Tutors 5 Cl. Assist. 7 Lawyers	V.A.C. Community					
Central, Jr.	3	1 Librarian 1 Cl. Assist. 1 Tutor	P.T.A. - Avila Community K.C.Y.M.			2	2	315
King, Jr	13 (2)	2 Music 7 Tutors : 4 Cl. Assist.	Community Junior League			13	4	1,365
Lincoln, Jr.	"							

School	Number of Volunteers	Area of Service	Contributing Organizations	Retired Persons	Male	Female	Number of Minority	Volunteer Hours
Northeast, Jr.	5	5 Tutors	Community			5		525
Nowlin, Jr.	21	10 Librarian 11 Tutors	U.M.K.C. Community		1	2	1	735
Southeast, Jr.	9 (1)	2 Reading Clinic 4 Tutors	Avila Community		4	5		945
		3 Cl. Assist.	U.M.K.C.					
Ashland	8 (3)	6 Librarians 2 Tutors	P.T.A.			8		840
Askew								
Attucks	2 (1)	1 Librarian 1 Cl. Assist.	Penn Valley Community			2	1	516
Bancroft	7 (2)	5 Tutors 2 Cl. Assist.	Community			7		735
Benneker	50 (6)	48 Cl. Assist.	Parents Community	5	7	43	20	11,055
Blenheim	12 (4)	4 Cl. Assist. 6 Sp. Education 2 Tutors				12		1,260

School	Number of Volunteers	Area of Service	Contributing Organizations	Retired Persons	Male	Female	Number of Minority	Volunteer Hours
Border Star	34 (1)	9 Tutors 5 Health	U.M.K.C. - P.T.A.	(1)	2	32		4,570
		20 Librarian						
Bristol	12 (4)	1 Cl. Assist. 5 Tutors	P.T.A.			12		1,260
		3 Librarians 3 Health						
Bryant	30	10 Librarians 10 Health	Parents P.T.A. - Parents		2	28		3,150
		10 Tutors						
Carlisle								
Chick	6 (4)	2 Speech 4 Cl. Assist.	Avila			6	4	630
Clay								
Cook	12	3 Librarian 4 Tutors math	P.T.A. - Parents			12		1,260
	"	4 Tutors reading 1 Cl. Assist.						
	"							
Douglass	70 (4)	50 Cl. Assist. 10 Librarians	Parents Community	5	7	63	15	8,355

School	Number of Volunteers	Area of Service	Contributing Organizations	Retired Persons	Male	Female	Number of Minority	Volunteer Hours
Dunbar	27	1 Counseling off. 26 Cl. Assist.	Parents Community		2	25	22	2,835
Fairmount	2	2 Tutors	Parents			2		210
Fairview								
Faxon	2	1 Gym 1 Tutor	Community Parents		1		2	360
B. Franklin	16 (4)	7 Cl. Assist. 1 Counselor 8 Tutors	U.M.K.C. Community	2	2	14	2	1,680
C.A. Franklin	14	14 Tutors	Church	4		14		1,470
Garfield	5	4 Tutors 1 Counselor	U.M.K.C. Community		1	4	1	525
Garrison	1 (1)	1 Cl. Assist.	Church			1		240
Gladstone	11	6 Librarian 5 Tutors	Parents			11		1,155
Graceland	21	1 Tutor 20 Cl. Assist.	C.E.P. Church		10	11	20	3,945

School	Number of Volunteers	Area of Service	Contributing Organizations	Retired Persons	Male	Female	Number of Minority	Volunteer Hours
Greenwood	15 (5)	14 Cl. Assist. 1 Tutor	Church Community	2	2	13	1	1,575
Harrison	11	4 Librarians 1 Art 4 Tutors 1 Cl. Assist.	Parents Community	1		11		1,155
Hartman	8 (2)	4 Tutors 2 Special Ed. 2 Librarians	P.T.A. - Colleges Community	1		8		840
Holmes								
James	7 (6)	3 Tutors 2 Cl. Assist. 2 Librarians	A.A.R.P. Parents - Avila	1		7		735
Karnes	2 (2)	1 Tutor 1 Cl. Assist.	Community		1	1		210
Kensington	2	1 Tutor 1 Cl. Assist.	Community			2		210
Knotts	13 (1)	6 Cl. Assist. 7 Tutors	Community Avila - Parents			13	4	1,365

School	Number of Volunteers	Area of Service	Contributing Organizations	Retired Persons	Male	Female	Number of Minority	Volunteer Hours
Korte	16	5 Librarians 5 Health 5 Tutors 1 Cl. Assist.	Parents Parents - C.M.S.			16		1 680
Kumpf	1	1 Cl. Assist.	C.M.S.			1		210
Ladd								
Leeds								
Lillis								
Longan	10 (1)	1 Art - 5 Health 2 Librarian 2 Tutors	Parents - V.A.C. P.T.A.	1	2	10		1 050
Linwood	1	1 Cl. Assist.	U.M.K.C.			1		105
Longfellow								
Manchester	3	3 Tutors	P.T.A.			3		315
Mann	2	2 Librarians	Parents		2			210

School	Number of Volunteers	Area of Service	Contributing Organizations	Retired Persons	Male	Female	Number of Minority	Volunteer Hours
Marlborough	34 (1)	1 Counselor 1 Music - 2 Art	U.M.K.C. - Avila P.T.A.	3		34		315
		6 Librarian 10 Tutors - 4 Sp. Ed	Community					
Martin	4	2 Tutors 2 Office	P.T.A.			4		420
McCoy	4	3 Librarians 1 Tutor	P.T.A.			4		420
Melcher	3	3 Tutors	Community			3		315
Mesevey	7 (1)	3 Tutors 4 Cl. Assist.	Avila - P.T.A.			7	2	735
Moore								
Mt. Washington	6 (1)	1 Art - 2 Tutors 3 Librarians	Parents P.T.A.			6		630
Nelson	62 (3)	10 Resource 10 Health 21 Tutors 21 Classroom Assist.	U.M.K.C. - P.T.A. Community		6	56	10	6,510

School	Number of Volunteers	Area of Service	Contributing Organizations	Retired Persons	Male	Female	Number of Minority	Volunteer Hours
Nichols	65 (3)	20 Librarians 21 Cl. Assist. 2 Speech - 12 Tutor 10 Health	U.M.K.C. Community Parents	3	1	42		6 825
Norman	4	1 Tutor 3 Librarians	Community Avila - P.T.A.			4		420
Pershing	(4)	4 Cl. Assist.	Parents			4	4	200
Phillips								
Pinkerton	3	1 Cl. Assist. 1 Tutor 1 Sp. Education	Avila Community Hogan	1			3	315
Pitcher	1 (1)	1 Cl. Assist.	Parent				1	50
Richardson								
N. Rock Creek	2 (1)	1 Picture Lady 1 Tutor	Parent				2	150
W. Rock Creek	2	2 Picture Lady	Parent				2	105

School	Number of Volunteers	Area of Service	Contributing Organizations	Retired Persons	Male	Female	Number of Minority	Volunteer Hours
Rollins	6	4 Tutors 1 Art 1 Cl. Assist.	Art Institute Community	2		6		630
Ruhl	41 (1)	2 Picture Ladies 5 Tutors 10 Health-8 Cl. Asst. 16 Librarians	P.T.A. Community		2	39	4	4,305
Scarritt	3 (1)	3 Tutors	C.M.S. Parents			3		315
Seven Oaks								
Stark	2 (1)	2 Tutors	Community	1		2		210
Sugar Creek								
Swinney	13	1 Picture Lady 7 Librarians 5 Tutors	P.T.A. Community	1		13		1,365
Switzer	32 (1)	20 Cl. Assist. 12 Tutors	Avila - Parents Community	3	7	25	12	3,360

School	Number of Volunteers	Area of Service	Contributing Organizations	Retired Persons	Male	Female	Number of Minority	Volunteer Hours
Thacher	12	7 Tutors 5 Librarians	P.T.A. Parents			12		525
Three Trails	7	3 Tutors 4 Cl. Assist.	P.T.A. - Parents Community			7		735
Troost	18 (5)	1 Art - 7 Tutors 3 Special Ed. 2 Dancing 5 Librarians	G.J.W. Community - V.A.C.			18		1,890
Twain	15 (4)	2 Music - 12 Tutors 1 Picture Lady	Church - Parents College - Comm.		1	14	2	1,575
Volker	7 (2)	3 Cl. Assist. 4 Tutors	Avila - Parents Community			7		735
B. T. Washington	1	1 Tutor	Community		1		1	105
Weeks	8 (4)	1 Special Ed. 7 Tutors	Community Parents	1		8	4	840
Wheatley	2	2 Tutors	Parents			2	2	210
Whittier	2	2 Special Ed.	Avila Community			2		210
Willard	4 (1)	4 Cl. Assist.	U.M.K.C. -Community			4	1	420

School	Number of Volunteers	Area of Service	Contributing Organizations	Retired Persons	Male	Female	Number of Minority	Volunteer Hours
Woodland	52 (2)	Head Start Operation Upgrade	Parents - C.E.P Community	1	5	47	50	5,460
Yates	1	1 Speech	Avila			1		51
Special Schools:								
Crittenton	6	6 Tutors	K.C.Y.M.			6		630
Crippled Childrens School - Mercy	76	76 Special Ed.	Junior League K.C.Y.M.			76		3,876
DeLano	1	1 Special Ed.	Community			1		105
Parochial Schools:								
Guardian Angel	6	5 Tutors 1 Cl. Assist.	V.A.C. Parents			6		630
Holy Cross	11	5 Tutors - 1 office 5 Cl. Assist.	Parents			11		1,155
St. Elizabeth	5	5 Tutors	Parents			5		315
Eye Testing	13		Delta Gamma	2		13		663
		(365 children were tested in six schools, finding and correcting 11 eye problems)						

School	Number of Volunteers	Area of Service	Contributing Organizations	Retired Persons	Male	Female	Number of Minority	Volunteer Hours
Schoolettes	15		Community			15		96
		(Programs in 2 Head Start Schools, Banneker and Dourglass)						
		1 Special Education - Allen (Retarded)						
		1 Special Education - Troost (Hearing)						
Advisory Board of Directors	14					(Approximate)		1,000
Totals	1,434			44	125	1,298	193	163,000**
	*of total volunteers			**				
	3% - Retired Persons			42 volunteers - 3.5 da./wk.				
	6% - College Students			15 volunteers - 2 da./wk.				
	1% - Male			35 volunteers - 1 da./wk.				
	14% - Minority			40 volunteers - Twice/wk.				
	27% - New volunteers			132 working more than 5 hrs./wk.				

End of Volunteer Service Interviews -- 1972-73

Reasons for not Completing Assignment	Number
Moved from District	22
Returned to work	18
Left for a variety of reasons	30
Hired by District	5
Ill	4
No longer needed	2
Returned to school	1
Changed assignment	1
Total	83
Reassigned	-1
Total dropped out of program	82

END OF VOLUNTEER SERVICE INTERVIEWS 1972-73

Allen -	1 moved
Ashland -	2 no reason given 1 moved
Attucks -	1 working
Bancroft -	1 working 1 no reason given
Banneker -	2 working 3 ill 1 moved
Blenheim -	1 too busy 1 busy 1 no reason given 1 ill
Bristol -	2 no reason given 1 working 1 hired by district
Border Star -	1 changed assignment
Douglass -	3 working 1 moved
Faxon -	1 left by request
Greenwood -	4 no reason given 1 moved
Hartman -	1 working 1 no reason given
James -	4 moved 2 no reason given
Karnes -	1 returned to school 1 no reason given
Kings, Jr. -	1 working 1 no reason given
Knotts -	1 moved
Longan -	1 hired by District
Marlborough -	1 moved
Meserney -	1 hired by District
Mount Washington -	1 working
Nelson -	1 moved 2 no reason given
Nichols -	1 moved 2 hired by District
Northeast -	1 moved
Paseo -	1 working
Pitcher -	1 working
N. Rock Creek -	1 no reason given
Ruhl -	1 no reason given
Scarritt -	1 no reason given
Southeast, Jr. -	1 working
Stark -	1 working
Three Trails -	1 working
Troost -	1 moved 4 no reason given
Mark Twain -	2 moved 2 no reason given
Volker -	1 moved 1 no reason given
Weeks -	1 moved 2 working 1 no reason given
Willard -	1 not capable
Whittier -	1 hired by district

Volunteer Chairman: _____

School _____

_____

_____

PTA President: _____

Tel. _____

_____

Principal _____

Record in Project Office

Name	Mon.		Tues.		Wed.		Thurs.		Fri.		Area

Volunteer
Chairman:

_____

PTA
President:

_____

School _____

_____

_____

Tel. _____

Principal _____

V.I.E. Sign-In Sheet

	Mon.		Tues.		Wed.		Thurs.		Fri.		Hours

Appendix D

Recruitment Letter to U.M.K.C. Students

VOLUNTEERS IN EDUCATION

The School District of Kansas City, Missouri
Board of Education Building
1211 McGee Street
January 24, 1973

BA 1-7565
Ext. 250

Mrs. Evelyn LeVine
Coordinator
Volunteers in Education

Dr. Gordon E. Wesner
General Director of
Instructional Services

Dear U.M.K.C. Student:

We invite you to become a part of a very vital, exciting program in the Kansas City, Missouri School District -- "Volunteers in Education."

Volunteers, through this program, offer various supportive services to the school staff and reinforcement of instruction to the students, becoming an integral part of the school team helping children to grow and learn.

It was the feeling of Dean Gary Widmar that freshman and sophomore students who have indicated an interest in majoring in education would derive great benefit from being exposed to this "on the job" type of service, before the practice teaching in the senior year of college. In addition to the benefit to you as an education major, is the tremendous boost your personal service can give to children both scholastically and personally.

Attached is a flyer that briefly tells what services are needed in our schools. After an interview to determine your special interests and available time, every effort will be made to assign you to the nearest school which has requested volunteer service and that fits in with your schedule and interest.

If you would like more information, please stop by the Volunteers in Education office at 1211 McGee Street, Room 814 or call 221-7565, extension 250. We will be delighted to hear from you.

Sincerely,

Evelyn LeVine

Evelyn LeVine

EL:mg

Encl.

VOLUNTEERS IN EDUCATION
The School District of Kansas City, Missouri

Mrs. Evelyn LeVine,
Coordinator

BA-1-7565
Ext. 250

Purpose:

1. To provide, without charge, various services to the school staff to relieve them of non-professional duties.

2. To reinforce the instruction of the teaching staff, with volunteers trained for particular service.

3. To offer individual help to children in an effort to stimulate their interest, motivation and skills.

4. To augment and coordinate other volunteer programs already existing in some of the schools, with additional volunteers, training and materials.

5. To supplement and enrich the educational program by making available the talents and resources of the community.

Areas of Volunteer Service: (Volunteers serve on a regular schedule of 3 hrs./week)

1. Tutoring - Reading and Math, on a one-to-one basis or in small groups. Primary grades, intermediate grades, upper grades.

2. Library--Resource Centers - assist librarian, maintain libraries where there are no librarians, or only part-time librarians.

3. Classroom - Perform non-instructional tasks, prepare instructional materials, perform tasks that offer support and reinforcement of instruction (drill, review, etc.).

4. Special Education -
   Assist teacher in classes for the
   Emotionally Disturbed
   Mentally Retarded
   Visually Handicapped
   Hearing Handicapped
   Assist special teachers for children with
   Delayed Speech
   Learning Disabilities

5. Clerical - assist in general office, counselors' office.

6. Head Start - Follow Through -- as classroom assistants.

7. Community Resource Volunteers (serve on an appointment basis).

General Principles:

1. The Volunteers in Education Program operates with the approval of the Board of Education and School Administration and is guided by the principles and policies of the School District.

2. Volunteers serve in the elementary, junior high and senior high schools in the Kansas City, Missouri School District.

3. After a personal interview and orientation, volunteers are assigned to a school where the principal has requested volunteer service.

4. Volunteers serve only in an auxiliary capacity under the direction and supervision of professional school personnel.

5. A volunteer is not a substitute for a member of the school staff, but one supplying supplemental and supportive service.

8/10/71

Appendix E

Advisory Board

VOLUNTEERS IN EDUCATION ADVISORY BOARD

One area of community involvement that merits further elaboration, not so much to evaluate, but to report the activities of the V.I.E. Advisory Board. Since V.I.E.'s inception it had an advisory board in which each member was a working member of one of V.I.E.'s committees (see Objective 7). The original advisory board (35 members) acted independently of the School District and secured a private foundation grant to implement a pilot program of V.I.E. in 1971. This advisory board defined personnel needs to operate V.I.E. and recruited recruiters and a coordinator. This year was followed by members of this advisory board securing the present Title III grant.

Based on reviewing board minutes and consultation with the board chairman, the board has had several issues upon which it has focused attention. One of these issues was to more clearly define the relationship and responsibilities of the V.I.E. coordinator (a school district employee) to the advisory board. This relationship has been a source of concern because the Advisory Board perceives the responsibilities and loyalties of the coordinator as differing from that preceived by the School District. The coordinator has been a skillful administrator of the program and has not let the differing definition of coordinator responsibilities influence her performance. It is suggested that the advisory board as well as the School District examine this issue as they move toward continuation of V.I.E., either in its present relationship with the school district or in future relationships following the termination of Title III funding

Another area of concern for the V.I.E. advisory board has been its

relationship with other agencies and organizations performing volunteer service in the School District. Issues have generally focused on duplication of volunteer activities and attempts at clarification of V.I.E.'s present and future roles in the District. Although V.I.E.'s role is defined by program objectives, it is a prime responsibility of a board to sensitize the organization to the present involvement and future involvement of volunteers in the District. It is suggested that from the point of view of the various groups performing volunteer service in the School District, that this volunteer group-school District relationship be clarified for all future formal volunteer activities.

A 3rd area of activities of the V.I.E. Advisory Board has been with exploring future sources of continuation funding of V.I.E. This activity resulted in the board chairman, Mrs. Marjorie Grant, meeting in May of 1973 with a U.S. Senator's staff regarding future volunteer funding in education. This meeting by Mrs. Grant explored with the U.S. Senator's staff the materials which may be relevant for future V.I.E. growth. In addition, members of the board have met with various community leaders, the Superintendent of the School District, and a member of the Kansas City School Board, regarding the future funding status of V.I.E. It is expected that these activities will be pursued throughout the next program year.

A final area of Advisory Board activity was the individual committee activities of board members. The budget committee met periodically with the coordinator and the School District budget staff regarding V.I.E.'s financial status. This committee reported at each Advisory Board the financial status of V.I.E.

Another area of the activities of the Advisory Board was the legal education program. The Board chairman became aware that the lawyers were interested in performing a legal education program in the School District.

This information has resulted in 2 years of successful V.I.E. activities with the legal education program.

The Advisory Board similarily has had relations with Head Start since V.I.E. inception. These relations have resulted in the V.I.E. project recruiting and training of Head Start volunteers.

Generally, board members, while interested in program operations, leave such concerns to the coordinator, or administrator. Board members often view themselves as a link between the organization in which they are employed or represent an interest and the board in which they are a member. This allows the board member to exercise his/her expertise in a satisfying fashion given the limited time constraints of active board members. Since V.I.E. presently does use volunteers to operate some of the training activities (i.e., School District staff who volunteer their services, principals and teachers) it is suggested that V.I.E., if it needs more assistants to carry out operations, recruit trained volunteers to serve in this capacity. It is suggested, however, not to increase the paid staff, since people often slack off volunteer efforts when they view the task being primarily done of paid staff. This involvement of non-advisory board volunteers could free the V.I.E. board the necessary freedom from day-to-day operations to pursue an effective advisory capacity.

Appendix F

Recognition

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI

D - 1 - A

An Equal Opportunity Employer

Memorandum

TO : Mr. J. Glenn Travis

DATE: May 7, 1973

FROM : Robert W. MacNeven

SUBJECT : Proclamation - Volunteers in Education

More than 2,000 volunteers have served our schools last year and this year as part of the Volunteers in Education activity.

They have served in 93 of our schools and reached untold numbers of students.

Their hours of service total more than 250,000 hours.

The volunteers solicit no rewards and expect none. Their reward is in their sense of personal service. But, we, as a School District, Board, and staff, ourselves are rewarded and honored by their dedication to our work with children and young people.

In recognition of this great educational service, we respectfully ask that the Board of Directors, over the signature of the President of the Board, officially proclaim the week of May 21-26, 1973, as Volunteers in Education Recognition Week, executing a Proclamation to that effect, and directing that it be published and posted throughout the various schools.

APPROVED FOR:

Board Action X

Board Information

J. Glenn Travis
Actg. Superintendent of Schools

D - SSD - 1972/73 - (82)

SUPERIOR EDUCATION Tailored For EACH Student In The Kansas City Public Schools

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI BOARD OF EDUCATION

PROCLAMATION

WHEREAS, our children are our most valuable resource; and

WHEREAS, the education of our youth is of paramount importance to our School District, and to our future; and

WHEREAS, Volunteers in Education, a vital group of men and women, from the greater Kansas City community, college community, parent, and PTA organizations, contribute generously of their time to offer personal supportive service to students and teachers; and

WHEREAS, the dedication, expertise, and talents of Volunteers in Education has helped to enrich the educational experience of our students; and

WHEREAS, the students, teachers and principals welcome the added dimension of volunteer service to the school program; and

WHEREAS, the School District, Board of Directors, and Staff recognize the significance of the educational service of Volunteers in Education;

NOW, THEREFORE, we, the members of the Board of Directors do proclaim the week of May 21 through 26, 1973,

VOLUNTEERS IN EDUCATION RECOGNITION WEEK

in the School District of Kansas City, Missouri, and urge all principals, teachers, students, and patrons to recognize with appreciation the vital contribution of Volunteers in Education to the school program.

Done this 15th day of May, 1973.

Henry P. Poindexter
President, Board of Directors

The Kansas City, Missouri School District

PROCLAMATION

WHEREAS, our children are our most valuable resource; and

WHEREAS, the education of our youth is of paramount importance to our School District, and to our future; and

WHEREAS, Volunteers in Education, a vital group of men and women, from the greater Kansas City community, college community, parent, and PTA organizations; contribute generously of their time to offer personal supportive service to students and teachers; and

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Done this 15th day of May, 1973.

Henry P. Poindexter
Henry P. Poindexter
President, Board of Directors

Presented to

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in grateful acknowledgement of vital service as a VOLUNTEER IN EDUCATION

during the 1972-73 school year.

J. Glenn Travis
Acting Superintendent

Resident Superintendent
School Support and Development

THE NATIONAL DISTRICT OF KANSAS CITY, MISSOURI

Gustav E. Weimer
Director Instructional
Services and Development

Evelyn LaVine
Coordinator – Volunteers
in Education